



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Individualized Education Programs

Module #4c: Measurable Annual Goals



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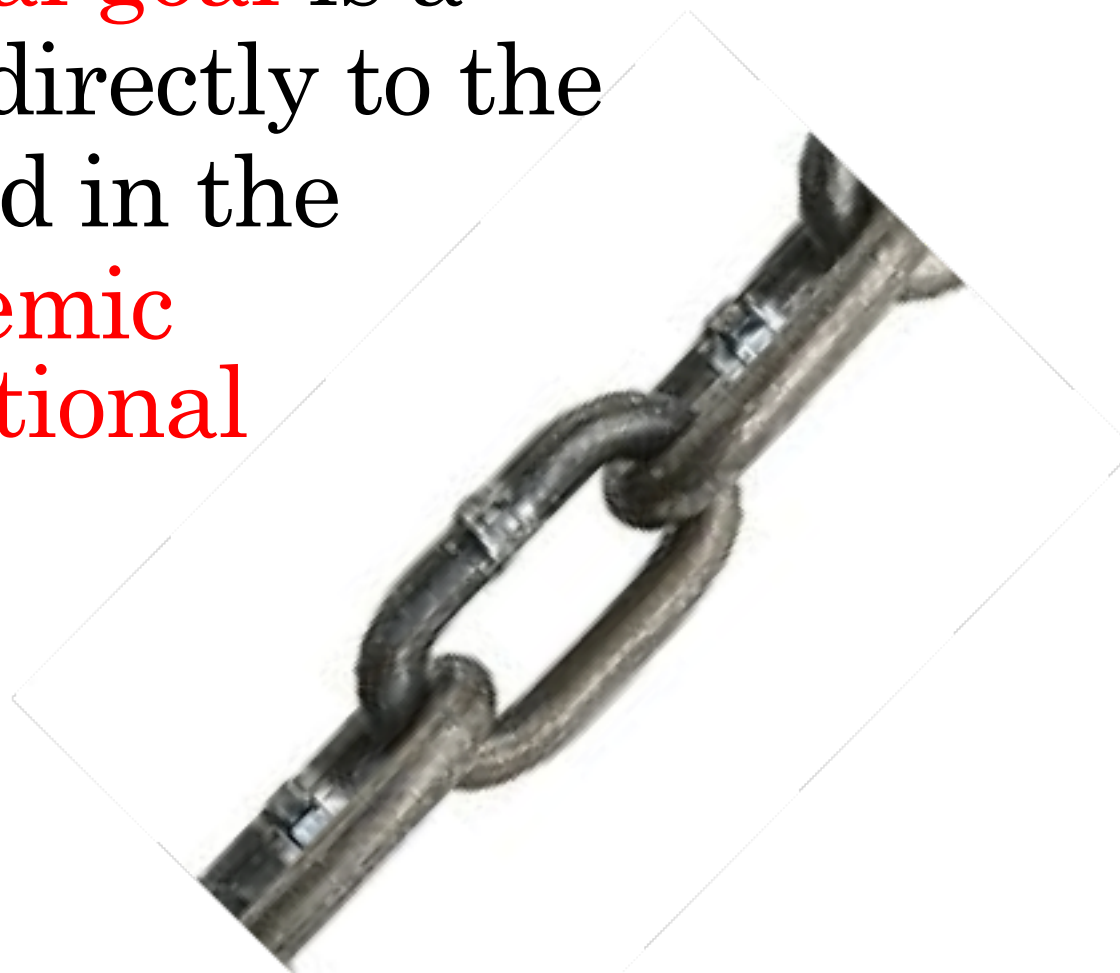
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Measurable Annual Goals





The **measurable annual goal** is a statement that **links** directly to the areas of need identified in the **present levels of academic achievement and functional performance.**





Measurable Annual Goals

The Individualized Education Program must include...

A statement of measurable annual goals, including academic and functional goals designed to-

- A. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; *and*
- B. Meet each of the child's other educational needs that result from the child's disability;

NC 1503.4.1 (a)(2)



Measurable Annual Goals

For children with disabilities who take alternate assessments [*Extend I*] aligned to alternative achievement standards [*Extended Content Standards*], a description of benchmarks or short-term objectives is required.



Measurable Annual Goals

The annual goals in the IEP are statements that describe what a child with a disability can realistically be expected to accomplish within the duration of the IEP.





Measurable Annual Goals

For each area needing specially designed instruction, determine the appropriate level of achievement or outcome for each goal by considering the following:



Considerations...

- Primary concerns stated in the present levels of academic achievement/functional performance.
- Amount of time the student has left in school and the age of the student.
- Skills needed to progress to the next level of performance.
- Skills needed to achieve transition.
- Behavior/skills that will improve with modifications.



Definition of Measurable

When compared to the data in the present level of academic achievement and functional performances, the goal contains specific expectations of attainment.





Characteristics of Measurability

- Reveals what to do to measure whether the goal has been accomplished. To measure something is to do something.
- Yields the same conclusion if measured by several people.
- Allows us to know how much progress has been made since the last measured performance.
- Stands on it's own without additional information.



Measurement Must Haves

Movement: What is the starting point?

**Present Level/ baseline performance*

Towards a place: Where do I want the student to go?

**Goal*

Period of time: How long do I expect it to take to get there?

**Typically a year, with clearly defined benchmarks along the way*



Measurable Goals

- Derive from PLAAFP data
- **SMART**
 - **S**pecific
 - **M**easurable
 - **A**mbitious *and* **A**ttainable
 - **R**ealistic
 - **T**ime-bound
- Condition – *Given small group explicit instruction on vocabulary from the 7th grade science curriculum*
- Learner - *Lynn*
- Action – *will compose on a keyboarding device*
- Criterion – *5 complete sentences demonstrating appropriate use at least 5 taught vocab words within 10 minutes.*



Measurable Annual Goals

Observable means:

- Clearly defined
- Visible
- Countable behavior



1, 2, 3, 4, 5



Measurable Annual Goals

Examples of “observable” behavior

- Reading orally
- Cutting on a curved lined
- Pointing, drawing, identifying, writing, etc.





Measurable Annual Goals

Non-Examples of “observable” behavior

- Becoming independent
- Respecting authority
- Enjoying literature
- Applying strategies
- Improving, feeling, knowing, etc.





Measurable Annual Goals

Criterion or Level of Performance

Frequently used examples of criteria:

- 4 of 5 trials/attempts/sessions...
- 3 consecutive days/sessions...
- % accuracy



Measuring and Reporting Progress Toward Measurable Annual Goals

When well-written evaluation criteria are stated in objective, measurable terms in the annual goals, how progress will be measured flows naturally from the goal statement.

Adapted from the National Dissemination Center
for Children with Disabilities (NICHCY)

What do we know about Mario's performance in reading?

Strengths

Knows 25 of the 2nd grade high frequency word list.

Can read 37 cwpm on a 2nd grade text.

Decodes CVC words with consonant blends.

Deficits

Fluency rate is well below level as compared to his grade level peers.

Cannot decode multisyllabic words, digraphs or long vowel pattern words.

Is well below grade level in memorizing high frequency and irregular words.





Mario

Area of Need	Observable Skill/Behavior	Criterion for Mastery/Level of Achievement	How will progress be measured?
Reading Fluency	Given a 2nd grade reading passage, Mario will accurately read 105 words or more per minute	4 out 5 consecutive trials	Oral Reading Fluency measure 2x a week
Reading Decoding	Mario will decode two syllable words with long vowels, diagraphs, prefixes and suffixes on a Curriculum Based Measure at a beginning 3 rd grade level	3 consecutive CBM reading assessments	CBM passages 1x week

Measuring and Reporting Progress Toward Measurable Annual Goals

- Baseline: 37 correct words per minute
- Measurable annual goal:
 - Given a 2nd grade reading passage, Mario will read 105 cwpm in 4 out of 5 consecutive trials.
- How progress will be measured:
 - Mario will read orally from a 2nd grade text each week.
 - The teacher (or other appropriately trained adult) will document the number of correct words read in one minute and denote the types of errors.





Measurable Annual Goals

For children with disabilities who take alternate assessments [*Extend I*] aligned to alternative achievement standards [*Extended Content Standards*], a description of benchmarks or short-term objectives is required.

NC 1503-4.1 (2)(ii)

Benchmarks and Short Term Objectives

Once the IEP team has developed measurable annual goals, they can develop strategies that will be most effective in realizing those goals by developing either:

- measurable, intermediate steps (**short-term objectives**), **OR**
- major milestones (**benchmarks**)

...in order to monitor progress during the year, and if appropriate, to revise the IEP consistent with the student's instructional needs.





Short Term Objective Components	Short Term Objective Statement
1. Givens and Conditions (when or under what conditions), if applicable	
2. Skill/Curriculum/Behavior Area or domain (Academic/Functional)	
3. Observable Learner Performance (action)	
4. Desired level of Achievement/Outcome	



Benchmark Components	Benchmark Statement
1. Who	
2. Will do what	
3. By When	



When writing annual goals with measurement in mind, consider methods of measuring progress that will give you specific data that relates directly to the skill or behavior.





Measuring and Reporting Progress Toward Measurable Annual Goals

The method used to measure progress must:

1. Measure the skill stated in the annual goal;
2. Yield accurate data regarding that skill;
3. Provide clear evidence of progress (or lack of progress) toward attaining the annual goal;
4. Use language the parent can understand; and
5. Pass the *stranger test*, i.e. A stranger can pick up the IEP, read the annual goal, read how progress will be measured, and know what to do without asking any questions.



Measuring and Reporting Progress Toward Measurable Annual Goals

When well-written evaluation criteria are stated in objective, measurable terms in the annual goals, **how progress will be measured** flows naturally from the goal statement.

Adapted from the National Dissemination Center
for Children with Disabilities (NICHCY)

Reporting Progress

- How the child's progress toward meeting each annual goal is measured.
- Reports on the child's progress toward meeting each annual goal will be provided concurrent with the issuance of report cards, or more often as determined by the IEP Team.

NC 1503-4.1(3)

Example: A student requires two academic goals and one behavioral goal. The IEP Team decides to report progress on the behavioral goal every two weeks and the academic goals are reported with the report card. In doing this, the more severe behavioral needs are measured and reported more often.



Curriculum-Based Measurements

Responsiveness to Instruction

Formative Assessment

What is in a name? That which we call a rose
By any other name would smell as sweet;

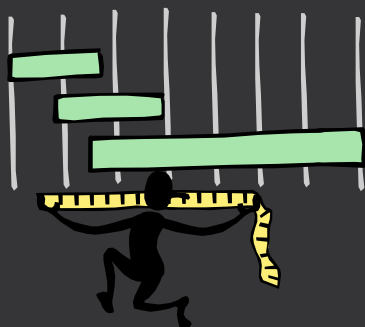
-Juliet to Romeo

William Shakespeare



Then teachers and related services providers must:

Measure



Record



Monitor



Report



...on each student's progress toward attaining his/her annual goals.



Measurable Annual Goals

*“The IEP is the **heart** of the Individuals with Disabilities Education Act (IDEA), and measurable goals developed from appropriate present levels of academic achievement and functional performance, are the **heart** of each IEP”*



Bateman & Herr



Questions??

